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ABSTRACT

This learning unit on team leading is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to develop the supervisor's knowledge of team leading and to enable the supervisor to select a leadership style appropriate to the circumstances. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include team leading at work, team leading as an activity, leadership qualities, and styles of leadership. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

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An Open Tech Project

SUPERVISING

PRINCIPLES AND PRACTICE OF SUPERVISION

14: Team Leading

ED268238

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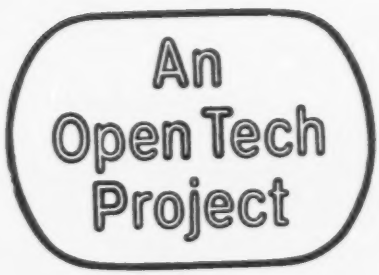
14: TEAM LEADING

William Tait



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William Tait
Team Leading (Number 14 in the CHOICE SERIES of learning units)

Series Editor: Harry V Pardue
Northern Regional Management Centre.

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WORKING GUIDE TO THIS UNIT IN YOUR DEVELOPMENT PROGRAMME

This Unit is now your personal property - it's not for handing back to your training officer or to a tutor. It is your working book.

The Contents will increase in value to you each time you write on one of its pages. This is a working text for your personal notes - without notes its value is limited.

Qualifications forget about certificates and diplomas - you don't need them for this programme. What you do need is the wish:-

* to do your job better
* for personal development

Your study time is really up to you - we guess you will need about 8 hours in total. But it's your time - spend as long as you like.

How am I doing? you can judge for yourself by checking out how well you cope with the tasks we call Activities and Self Checks which occur throughout the unit. You can also get the Tutor Check and/or the Work Based Project to your tutor for an unbiased view of your progress.

Work Pace it's really up to you and depends on your interest. However, if you do well on the Activities and Self Checks, you could afford to speed up a little. Of course, if you don't do as well as you expect then you could slow down a little or flick back into the unit for a quick review of the more difficult ideas.

When in doubt - ask or seek help from:

* your family and friends
* colleagues at work
* your company training staff
* other open learners
* your tutor, by phone, by a visit to your support centre or by dropping your tutor a line through the post.

Don't worry if what you learn doesn't seem to be of use to you now, remember that times change - it may be useful one day. Anyway, just knowing more improves personal confidence.

So now make a start:-

14: TEAM LEADING by William Tait

ABOUT THIS UNIT

As a team leader you are held responsible for the performance and output of the workteam you lead. It is your job to lead your workteam in such a way that they are able to work productively.

This unit should help you to develop your present knowledge of team leading in a way that will help you in your job.

We are fortunate in having available to us an amount of knowledge and theory about LEADERSHIP and the conduct of WORKTEAMS. This helps us to develop sound ideas on how we can lead our workteams with every chance of success.

This unit should assist you to apply good principles of team leading and that by doing so your workteam is able to be and to stay productive.

IN THIS UNIT WE WILL:

* identify your role in team leading
* discuss a number of ideas that can increase your effectiveness in leading a workteam
* assess which ideas of team leading will help you to help your workteam to work productively.

AUDIO TAPE Side 1

Before you continue through the unit, you should now listen to Side 1 of the audio tape that accompanies this unit. You will find it useful if you refer to the unit objectives shown below whilst you listen to the tape. You may wish to make the objectives clearer to yourself by making a note or two on this page as you listen.

OBJECTIVES

When you have worked through this unit you will be BETTER ABLE to:

* **understand your role as the leader of a workteam in your organisation**
* **list the activities which you do in your work as team leader**
* **list certain abilities and potential capacities which a team leader might possess**
* **select a leadership style appropriate to the circumstances you operate in and apply it**

PART A TEAM LEADING AT WORK

1 Introduction

We will examine two aspects of team leading at work:

* the place of the team leader in the organisation

* how a workteam functions

2 The Team Leader in the Organisation

One Monday morning you are working at the job that you have been doing for the past five years. You like the job and get along well with the other members of the workteam.

At 10.30 a.m. you receive a message from your Department Manager that he would like to see you in his office at 11.30 a.m. So far as you know, you haven't done anything that might warrant a ticking off, so you go along, at 11.30, not worried, but a bit mystified as to what he wants.

When you are shown into the office, you are a little surprised to see that the Personnel Officer is there, together with your Department Manager.

The Personnel Officer informs you that you have been asked along to discuss your future career. There are a number of vacancies coming up in the near future for supervisory positions in the department responsible for leading a number of workteams and your manager has recommended that you are a suitable person for promotion. If you are willing to take the necessary training, you would be promoted to fill one of these positions.

They ask you not to give an immediate reply, but to go away and think about their proposal for a day or two. Your immediate reaction is to accept but you say that you will do as they suggest and think about it.

That evening, you stay up late on your own and begin to think of the changes this might bring about. By accepting the job of a team leader we can say

YOUR ROLE IN THE ORGANISATION WILL CHANGE

ACTIVITY 1
Time guide
2 mins

Now let us consider some of the changes promotion to team leader will bring about.

Jot down two examples that immediately spring to mind.

* _____

* _____

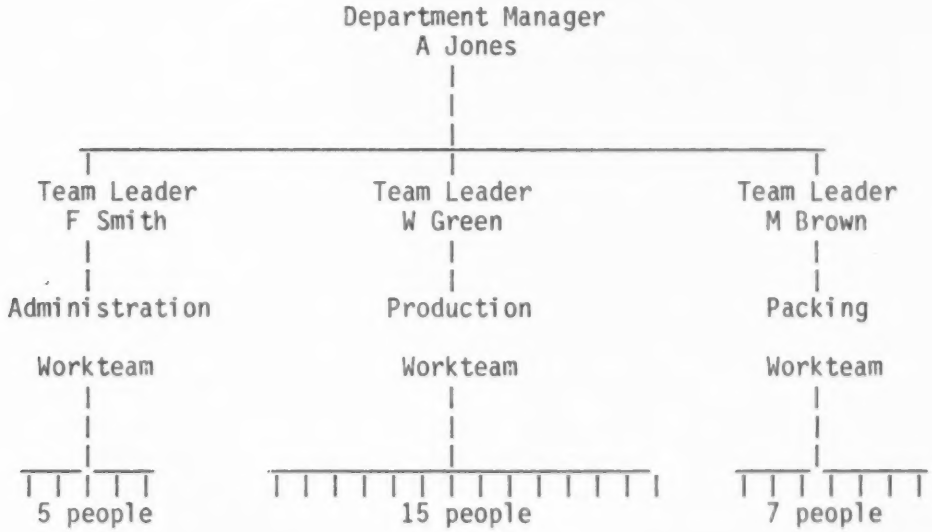
Some typical changes are being in charge of others, higher status, greater responsibility. Changes like these come about because of the way organisations are set up. By becoming a team leader with the responsibility for leading a workteam, your place in this structure changes.

The place of each individual is usually shown in the form of a chart. We can therefore say.

EXTENSION 1
Page 36

AN ORGANISATION CHART CAN BE USED TO INDICATE
THE LEVEL OF RESPONSIBILITY OF A TEAM LEADER

We can show this and other aspects of the job of a team leader by the use of a typical chart.



From this chart we can draw a number of conclusions:

* THE MANAGER, A JONES, IS RESPONSIBLE FOR RUNNING THE WHOLE DEPARTMENT. It is not possible for the manager to run the whole whole department alone.

* THE DEPARTMENT IS SPLIT INTO THREE WORKTEAMS EACH OF WHICH IS HEADED BY A TEAMLEADER

* EACH TEAM LEADER HAS BEEN GIVEN THE AUTHORITY TO RUN A PARTICULAR WORKTEAM BY THE MANAGER

* EACH TEAM LEADER REPORTS TO A MANAGER FOR THE PARTICULAR TASK ALLOCATED TO THE WORKTEAM

We should note that even though team leaders might have dealings with a number of managers, they should only report directly to one manager.

* EACH TEAM LEADER HOLDS THE SAME LEVEL OR RANK

* IT IS THE RESPONSIBILITY OF THE TEAM LEADER TO ENSURE THAT THE JOB ALLOCATED TO THE WORKTEAM IS CARRIED OUT EFFICIENTLY

* In order to carry out the work of the department correctly. THE THREE TEAM LEADERS WILL NEED TO COOPERATE WITH EACH OTHER IN PROVIDING INFORMATION, PEOPLE OR RESOURCES WHEN REQUIRED

* EACH TEAM LEADER IS ACCOUNTABLE FOR THE EFFICIENT WORK OF EACH INDIVIDUAL IN THE WORKTEAM

SELF CHECK 1
Time guide
2 mins

Respond by completing each sentence with a suitable word or words.

1 The level of responsibility of a team leader can be shown on the _____

2 A team leader is given the _____ by a manager to be in charge of a workteam.

3 A team leader should report _____ to only one manager.

4 It is the _____ of a team leader to ensure that the workteam does its work efficiently.

5 A team leader will need to _____ with the other team leaders to carry out the work of the department.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use: 1 Organisation charter: structure; 2 authority: 3 directly; 4 responsibility: duty; 5 cooperate. Other words with the same meaning are also suitable.

3 The Team Leader and the Workteam

Having established some points concerning the position of a team leader in an organisation, we now need to look at the way in which the workteam operates.

From the organisation chart it appears to be quite straightforward. The team leader gives the members of the workteam jobs to do and they carry them out efficiently. However, we all know that this is only half the story: the other half is where the workteam makes up its own rules which may differ from those of the team leader, because as well as being a team working together to get a job done, they are also a group of individuals, each with their own interests and concerns which may, or may not, fit in with the interests of the rest.

We call this the operation of

The FORMAL GROUP is that shown as a workteam which is headed by a team leader.

The INFORMAL GROUP is that where the individuals who form a workteam decide for their own reasons to set up a particular type of conduct or rules for working. We can perhaps illustrate this by an example:

Your are a team leader supervising a team of nine people. The task of the workteam is to arrange for stocks of materials to be distributed to the production section. This involves drawing the materials from stores at regular intervals and delivering them by mechanical means.

Recently, part of the equipment in the production section has been replaced by faster equipment. This means that you will need to re-arrange the work of your team in order to meet production requirements. So, you draw up a new work rota, fix the necessary paperwork, and hand out the new work schedules to your team.

You think you have planned for the change well and also provided a few incentives for the team - higher bonus earnings and more overtime. So the FORMAL system is taken care of - but now the INFORMAL system comes into play!

Ten minutes after you have handed out the revised schedules there is a knock at your door. It is the union representative. The representative accepts that the changes will bring higher earnings for the members but says that as there has been no consultation, no change to agreed working practices can be accepted.

Immediately the representative has gone, there is another knock at your door. Two men who have worked in the past as a pair have been moved apart in your new rota system. They don't like it and wish to protest; besides they don't want to work overtime on Tuesday evenings as they have a darts match at eight o'clock.

All of your good ideas have come to nothing, so perhaps it is time to think again - particularly of the informal group.

ACTIVITY 2
Time guide
2 mins

Think of how your workteam operates and jot down TWO examples of circumstances where they might disagree with you in carrying out their tasks.

* _____

* _____

You might have written down; disagreements on technical points in doing the job; earnings levels; personal problems. Therefore as a team leader you will need to be aware of the motives, behaviour and circumstances of the people in your workteam.

We can list the main factors worth looking at in your workteam in order to gain a better understanding of how a workteam operates and, more importantly, how you can lead it effectively.

The FORMAL GROUP is a workteam where:

* A group of individuals is under the authority of a team leader

* Each individual has a set of skills and a job title

* The team leader distributes work and controls how and when it is done

* The team leader is accountable for the conduct and behaviour of the workteam. This means maintaining discipline and dealing with grumbles

* The team leader is accountable to a manager for the productivity of the workteam

The INFORMAL GROUP is a set of individuals who:

* Might have their own organised group, often a union, to look after their interests

* Have their own motives for working which are not necessarily those of the organisation. They could arrange among themselves to fix an agreed level of earnings or pattern of work

* Can elect their own leader as an opponent to the team leader or even continuously oppose the supervisors because they are not acceptable to them in some way

As a team leader, it is vital that you understand both how the FORMAL GROUP should work and have as much information as possible on how the workteam operates as an INFORMAL GROUP.

We could go further than this and say that you should try to gain the trust of your workteam to an extent where you understand their personal MOTIVES for working in the way that they do.

An effective team leader

NEEDS TO UNDERSTAND THE MOTIVES OF INDIVIDUALS, THE FORMAL GROUP AND INFORMAL GROUP WHICH IS THE WORKTEAM

By this means an effective team leader can ensure that some of the problems shown in our example are not repeated.

SELF CHECK 2
Time guide
3 mins

Respond by completing each sentence with a suitable word or words.

1 A workteam is made up of formal groups, _____ groups and individuals

2 The formal group is one in which a team leader is responsible for the _____ of the workteam in dealing with discipline and grievances.

3 Individuals have their own _____ for working. These might not be in agreement with those of the organisation.

4 A workteam might _____ their own informal group leader to look after its interests.

5 An effective team leader makes sure that problems are reduced by _____ the motives of the workteam.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use: 1 informal; 2 conduct: behaviour; 3 motives: reasons; 4 elect: select: create; 5 understanding: knowing: appreciating. Other words with the same meaning are also suitable.

4 Summary

We focused on two aspects of workteam leading:

* the position of the team leader in the organisation
* the team leader and the workteam

The team leader is:

* given the authority by the organisation to run a workteam
* responsible to a manager for the productivity of the workteam

In addition we found that the team leader must know how to:

* carry out the organisation rules relating to the workteam as a formal group
* understand the motives of individual members of the workteam
* understand the operation of informal groups within the workteam in order to have the team work effectively

PART B TEAM LEADING AS AN ACTIVITY

1 Introduction

Let's deal with the sort of activities involved in day-to-day team leading. They can be divided into two types:

* the managerial activities in dealing with the task of team leading

* other activities to raise the effectiveness of the workteam

2 Managerial Activities

We are concerned here to identify those managerial activities essential to lead the workteam. By this we mean applying the techniques which you have to learn to enable you to get your workteam to work effectively and achieve the job they are given. These activities or functions were first listed by a French writer, HENRI FAYOL, at the beginning of this century. He suggested that there are five activities common to all managers and team leaders in all organisations.

Before continuing further, perhaps you might like to write down your own thoughts.

ACTIVITY 3
Time guide
2 mins

Think of your own workteam and list TWO examples of activities you carry out as team leader, for your team to work effectively.

* _____

* _____

Each team leader will write down a different list to other team leaders but suggested common activities are:

1) FORECAST AND PLAN

Looking ahead, assessing the future and planning for it. Each team leader will plan for the workteam - plan workloads and, forecast materials needed for this plan.

2) ORGANISE

Allocating tasks to people, recruitment training and provision of proper equipment and materials.

3) COMMAND

Instruct so that a high level of activity is maintained by the workteam.

4) CO-ORDINATE

Each team leader's effort must'dovetail' or 'fit in' with the work of others in the organisation. Regular exchange of information between team leader and workteam and other sections or departments is vital.

5) CONTROL

When the workteam is doing its work the team leader must constantly check to see that pace and effort remain in line with the plan and with the efforts of the rest of the organisation.

There is no complete agreement today as to what activities are involved in the job of a team leader but most lists are based upon the ideas of FAYOL.

However, times have changed, people have changed so perhaps Fayols list should be regarded as basic activities.

If we were to draw up a list today we would probably use different words and different ideas. For instance we'd hardly use the word "command" these days!

ACTIVITY 4
Time guide
1 min

Fayol used the word "command" for that activity designed to get something done. What word might we use to mean the same thing?

* _____

There's a number of words we could use, like instruct, request - perhaps we could raise our sights a little and use motivate. Motivating someone to do something gives us the chance to use a variety of means including orders, instructions - even commands if that's what's needed!

We would also acknowledge that people these days are much better educated and will have ideas of their own about the way things could be done. We may do this by simply chatting to them about their ideas or the organisation may set up a company suggestion scheme for this. In other words we could include, CREATE, in our up-to-date list.

Let's raise one more item before moving on.

It's clear that work, like life in general, is much more complicated than it was. We've got computers, word processors. micro-chips, robots to think about now. In order to get things done in our complex world of work, we need to spell out very clearly what we want doing. We can't do this by simply giving a set of instructions - sometimes we want people to use their judgement and this can't be done by instructions. So we place a lot of emphasis on Communications and all that this implies.

EXTENSION 3
Page 36

Can you re-format the comparison of Fayol and Today's Ideas so it looks like this:

		Create
1	Plan and Forecast	Plan and Forecast
2	Organise	Organise
3	Command	Motivate
4	Coordinate	Coordinate
5	Control	Control and Guide
		Communicate

Although there doesn't seem to be much difference, we know that what differences there are, are quite substantial.

Not every team leader will carry out these activities in the same way. Some will need to do more of one activity and less of others, a Regimental Sergeant Major does not operate in the same way as a supervisor in a shop or factory! So you will need to decide your own priorities and apply them when leading your workteam.

SELF CHECK 3
Time guide
3 mins

Respond by completing each sentence with a suitable word or words.

1 Fayol listed five basic management activities. A modern list might list "_____" instead of "command".

2 When a problem arises a team leader should try to _____ a solution.

3 Team leaders should check on how the work of their teams fit in with the plans of others. This activity is called _____

4 A team leader needs to _____ the use of resources.

5 By encouraging the members of the workteam, team leaders can _____ them to go along with their ideas.

6 A team leader is a vital link in _____ ideas and information to management and the workteam.

7 By checking the progress of the workteam, a team leader can _____ its activities to keep them in line with plan.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use: 1 motivate; 2 create: originate; 3 coordination; 4 organise: forecast, plan; 5 motivate: persuade; 6 communicating: passing; 7 control: manage

3 Other Activities

Much research suggests that, as well as carrying out the technical activities of team leading, successful team leaders need to be 'employee centred' too. This means that they will need to be good motivators of people and be good at communication.

EXTENSION 4
Page 36

RENSIS LIKERT, who researched into industrial issues, listed these "people centered" activities:

* Showing a friendly supportive approach to the workteam and being willing to deal with their problems in a spirit of co-operation.

* Having confidence in the ability and integrity of individuals and the team. This would imply that checking and inspection need not be too frequent.

* Having a high expectation of performance from the workteam - trusting the team to produce work of high quality and quantity.

* Ensuring that each person is adequately trained for the job - giving additional training when necessary.

* Giving encouragement, advice and coaching where performance is below standard, rather than treating this as a disiplinary matter.

* Getting the workteam to participate in certain decisions to weld the team together.

* Being ready to communicate upwards and to influence higher management

As we can see, these additional activities are all to do with personal or individual matters - these need attention as much as the technical aspects of the job. Attending to both makes an effective team leader.

SELF CHECK 4
Time guide
3 mins

Respond by completing each sentence with a suitable word or words.

1 The most successful team leaders need to have _____ skills in addition to their technical ability.

2 A team leader should have confidence in the _____ and integrity of the members of the workteam.

3 In order that members of the workteam meet performance requirements the team leader will give _____ when necessary.

4 When certain decisions are being made, an effective team leader will _____ members in the process.

5 A team leader should be able to communicate well with, and _____ higher management.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use: 1 people; 2 ability: competence: skill; 3 training: coaching; 4 include: involve; 5 influence: sway. Other words with the same meaning are also suitable.

4 Summary

We looked at two aspects of workteam leading:

* the technical activities that a workteam leader carries out in varying degrees
* additional activities that a team leader practises in order to increase the effectiveness of the workteam

The workteam leaders:

* create
* plan & forecast
* organise
* motivate
* coordinate
* control
* communicate

Additionally, the workteam leader should:

* be friendly and supportive to the workteam
* trust the integrity and ability of the workteam
* expect high performance
* give adequate training
* give encouragement, advice and coaching
* encourage participation
* communicate with and influence higher management

PART C LEADERSHIP QUALITIES

1 Introduction

In this part we will examine the qualities of a team leader in order to determine if there is a range of such qualities that could be used as a standard for good leadership. We will concentrate on:

* is there such a thing as a 'born leader'?

* can we state desirable range of qualities team leaders should have?

2 The Born Leader

Much of the early research into leadership concentrated largely on the physical, social and mental characteristics of the leader. In other words this work put emphasis on the person and personality of the leader. It would follow from this research that when complete we would be able to define the ideal leader by "personality" characteristics -

EXTENSION 5
Page 37

IT SOON BECAME CLEAR HOWEVER THAT THIS WAS A FRUITLESS EXERCISE

Look at some of the characteristics that emerged as important: above average intelligence, independent and inventive, self assured, good health, above average height, below average height (!) and so on.

Now, we can't deny that the possession of some of these characteristics is an advantage - but we do know that:

MANY LEADERS DO NOT POSSESS THESE CHARACTERISTICS

AND

THAT MANY PEOPLE WHO DO ARE NOT LEADERS

SELF CHECK 5
Time guide
2 mins

Respond by completing each sentence with a suitable word or words.

1 Early research rested upon the assumption that the _____ was more important than the situation

2 Early research emphasised the physical, social and _____ characteristics of leaders.

3 Not all people who have these characteristics are _____

4 Many people who have all these characteristics are not _____

The answer to this self check is here in the following words so you'll need to check out your answers carefully. Typical words you might use are 1 person: leader; 2 personality; 3 leaders; 4 leaders. Other words with the same meaning are also suitable.

3 Range of Desirable Qualities

Having confirmed that the early research does not give us any useful guidance on the qualities that a good team leader should have, then where does this leave us?

Does this mean that anyone or everyone can be a leader? Let's explore this issue a little more:

ACTIVITY 5
Time guide
1 min

Write down TWO qualities that you have which YOU think makes you are a good team leader.

* _____

* _____

You may in fact have written down qualities such as intelligence or initiative or self-confidence. But, have you ever tested them by taking an Intelligence Test or an Outward Bound course? Even if you have, can this be a sure guide to your performance as a workteam leader.

It seems more useful to suggest that any effective leader has certain abilities and potential capacities which, if developed, makes a person suited to team leading. Let's list some of these items for reference:

* MANAGING SKILLS
  Job knowledge, alertness, sound common sense, ability to communicate decision taking ability, creative skills.

* PEOPLE SKILLS
  Cooperative, able to negotiate and influence others, tact, firmness with courtesy, adaptable, genuine interest in others.

* PERSONAL CAPACITIES AND QUALITIES
  Dependable, loyal to workteam and organisation, honesty, fair and impartial, persistence and determination.

* PERSONAL ACHIEVEMENTS
  Success in previous job, a history of personal growth, responsiveness to training and other advice.

EXTENSION 6
Page 37

We should be able to agree these - they are what we might call "common sense" for supervisors, drawn from the extensive research into the subject.

Of course, if you had all of those qualities you would be perfect! You will however possess a reasonable number of them in order to carry out your task of team leading effectively.

SELF CHECK 6
Time guide
2 mins

Respond by completing each section with a suitable word or words.

In order to carry out the activities of an effective team leader, supervisors should:

1 have a variety of technical _____.

2 Show a record of personal _____.

3 Demonstrate job _____.

4 Be _____ in dealings with the workteam and with others.

5 Show an ability to _____ others in order to gain their co-operation.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use: 1 competences skills; 2 achievement: success; 3 capacity: ability; 4 responsible: dependable; 5 get along with: carry. Other words with the same meaning are also suitable.

4 Summary

We looked at

* historical research which attempted to define an ideal leader
* a desirable range of qualities which an effective team leader has

We found that the effective team leader will have:

* technical skills
* people skills
* personal capacities and qualities
* personal achievements

PART D STYLES OF LEADERSHIP

1 Introduction

We will examine

* possible styles of leadership
* the choice of a suitable style of leadership which will help workteams become, and stay, productive

2 Leadership Styles

We mean by style, the manner of behaviour or conduct of the team leader in dealings with the workteam and with others. Much of the research in this area has been concerned with finding the particular style of leadership which will lead to employees working effectively. By finding the right style and applying it consistently, the team leader should be able to help the workteam become more productive.

ACTIVITY 6
Time guide
2 mins

Write down TWO examples of your style which you think contributes towards your effectiveness as a team leader:

* _____
* _____

You might have used words or phrases like informal or easy-going - perhaps even opposite words or phrases like formal or 'letting them know you are in charge'. What you are doing is using almost the same definitions as those used by investigators or leadership styles. These have concenrated upon the extremes of leadership styles which are classified as

REFERENCE 1
Page 38

AUTHORITARIAN
DEMOCRATIC

If we consider the AUTHORITARIAN style first, we can say a number of characteristics are typical of a team leader using it:

* The team leader is JOB CENTRED. The task the leader is responsible for is considered to be more important than anything else going on in the workteam.

* Relies upon POWER and POSITION to keep the members of the workteam under control. This can be done by rigid application of disciplinary rules

* KEEPS INFORMATION away from the team members - they are not as informed as himself

* RIGID STANDARDS of performance are imposed upon the workteam

* RARELY DELEGATES responsibility to members of the workteam

* Likes the members of the workteam to CONFORM to set methods and sees anyone acting differently as trying to attack their leadership

* DISLIKES any sign of RIVALRY from members of the workteam

As we can see:

THIS AUTHORITATIAN STYLE IS A VERY RIGID ONE WITH THE TEAM LEADER IN TOTAL CONTROL.

It can however lead to frustration and disrespect by the members of the workteam as they are not allowed to share information, not given responsibility and are threatened with action if they do not follow the leader's rules.

The opposite of this type is the DEMOCRATIC style in which the team leader:

* INVOLVES each person in certain decision making

* DELEGATES, encourages and sets targets but lets the workteam achieve targets in their own way

* Lets the DISCIPLINE of the group be a matter for the members to control

* Leaves some ALLOCATION OF WORK and tasks to the workteam

There is evidence that the use of such DEMOCRATIC styles can lead to;

* greater satisfaction;

* lower turnover and grievances;

* less conflict in the workteam.

However, there is little evidence to show that workteams led by such a style are a great deal more productive than other workteams. Where this is the case we can't be sure if this is not a chicken and egg situation:

Does an effective workteam lead to a team leader adopting a more democratic style? Or does a more democratic style lead to an effective workteam?

We do not really have enough information on the subject to decide.

So far we have talked about two extreme styles of leadership, but in practice we know that people are rarely consistently extreme all of the time. It is unlikely that a leader will always behave as an AUTHORITARIAN or alternatively a good DEMOCRAT. In fact most team leaders styles will vary between these two extremes of behaviour.

Their choice may depend on particular work situations - we will discuss this choice of style later in this Unit.

The range of various STYLES OF LEADERHIP has been studied by a number of writers on management in various, and usually different ways.

As we have seen

AUTHORITARIAN STYLES OF LEADERSHIP TAKE THE VIEW THAT THE INDIVIDUAL AND WORKTEAM SHOULD BE SUBJECT TO THE STRICT CONTROL OF THE TEAM LEADER

The opposite view is that

DEMOCRATIC STYLES OF LEADERSHIP ASSUME THAT THE INDIVIDUAL AND THE WORKTEAM SHOULD BE TRUSTED AND SHOULD PARTICIPATE IN DECISIONS

So, not only do the theories deal with the style of the team leader they also

MAKE ASSUMPTIONS ABOUT THE MOTIVES OF INDIVIDUALS AND SUGGEST THE MANNER IN WHICH THEY SHOULD BE TREATED

Remember, it is unlikely that you will adopt an extreme style of leadership. It is much more likely that your behaviour will move between the two extreme styles of AUTHORITARIAN and DEMOCRATIC depending on the kinds of work on you at particular times.

We can say that, while these theories are useful in getting us to analyse our leadership style they do not really help us to choose whch style will suit which situation best.

SELF CHECK 7
Time guide
5 mins

Respond by completing each sentence with a suitable word or words.

1 By style of leadership, we mean the _____ of the team leader in dealing with the work team.

2 The _____ team leader relies upon status and power to keep team members under control.

3 The_____ team leader encourages each team member to participate in certain decision making.

4 A democratic style of team leading may lead to lower turnover and grievances and _____ employee satisfaction.

5 One extreme of leadership shows that employees should be closely _____ the other that they be allowed to participate.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use: 1 conduct: behaviour; 2 authoritarian; 3 democratic; 4 increase: create: improve; 5 controlled: checked. Other words with the same meaning are also suitable.

3 Choosing a Leadership Style

REFERENCE 2
PAGE 38

Before deciding upon a leadership style to suit our own situations, we can look at some of the factors involved in some detail. The list of factors can be quite long, so a selected few will do well enough:

* THE LEADER

  Whether AUTHORITARIAN or DEMOCRATIC in style will depend upon:

  - whether the leader feels the work team should be involved in planning, decisions and control

  - the leaders confidence in the members of the work team.

  - whether the leader wants full personal control

* TEAM MEMBERS

  - whether a work team has a preference for an AUTHORITARIAN or DEMOCRATIC style of leadership will depend upon:

  - their own and competences. The more competent they feel the less control they will normally want.

  - their interest in the task or problem. They will not want much involvement in trivia.

  - their past experience. Have they been used to involvement and do they respect one another? If so they will prefer a more democratic style.

* THE JOB ITSELF

The nature of the work itself might dictate to a large extent the style of leadership chosen. This would depend upon:

- the kind of task. If the work is of a special or skilled type a democratic style may be more appropriate. Routine, unskilled task would not need this style.

- the time scale. Participation takes time - where the work needs to be done quickly then the leader might lean to an authoritarian style.

- the risks involved. If the outcome cannot be risked, as in safety matters, then the greater the liklehood of an authoritarian style.

- the importance of the tasks they do. Unimportant tasks do not require the time and attention that democracy demands.

* THE WORKPLACE

The work team and the leader do not operate in isolation. The total situation will have a bearing on of freedom which the team leader has in choosing a leadership style. The factors involved are

- the power of the leader to make the choice of leadership style; may not be allowed to do so.

- the technology involved. Production line or machine-paced methods largely eliminate the use of a democratic style, manual paced methods permit democratic style.

- the variety of tasks that a leader has to carry out may limit the choice of style. The greater the variety the less chance of using a democratic style.

- stability of the team. Where people move in and out of the work team it's difficult to apply a consistent democratic style of leadership.

ONLY AFTER CONSIDERING ALL OF THESE FACTORS WILL WE BE IN A A POSITION TO DECIDE WHICH STYLE OF LEADERSHIP TO ADOPT

This is quite a lot of information to try to remember, let us show it in the form of a checklist, so we can use it for reference:

CHECKLIST OF LEADERSHIP STYLES

FACTOR	AUTHORITARIAN	DEMOCRATIC
* THE LEADER		
Feelings	Doesn't involve the team	Involves the team
Confidence in the work team	Not confident in the competence of the team	Confident in the competence of the team
Personal Control	Leader control	control shared
* THE TEAM MEMBERS		
Competence	Less competent	More competent
Interest in the Task	Little interest	High interest
Experience of involvement	Little involvement	High involvement
* THE JOB ITSELF		
Type of task	Routine	Complicated
Time scale allowed	Shorter	Longer
Risks in the job	Low risk essential	Some risk tolerable
Importance of the task	Less important	More important
* THE WORK PLACE		
The power of the leader to choose style	Little power	Some power
Technology	Machine - paced work	Manual paced work
Variety of tasks to do	Many tasks	Fewer tasks
Stability of the team	Team constantly changing	Team well settled

We do not suggest that this list will provide a complete answer in choosing a style of leadership, but it can be used as a checklist so we can:

ANALYSE THE CHOICES OPEN TO US WHEN
CONSIDERING A STYLE OF TEAM LEADING

So let us try to make use of the list.

One way of using this checklist to look down the list of FACTORS - there's 14 of them in all. Write against each one, D for Democratic or A for Authoritarian, as you decide. This will give you and idea of the style of leadership currently needed. You might also wish to question your style against one on two factors to see if a change in style would be beneficial.

We should also note:

* Your choice of leadership style for your work team will depend upon the circumstances of the situation. Some of the factors will leave you with no choice.

  These can and will change from day to day, so you will

  NEED TO ADJUST YOUR STYLE ACCORDINGLY

* The two headings of AUTHORITARIAN and DEMOCRATIC are our extreme styles, mostly we would operate between these extremes. So we:

  APPLY A LEADERSHIP STYLE WHICH LEANS
  TO A STYLE WITHOUT BEING AT EXTREME

* This analysis will not guarantee success, it is

  AN INDICATION OF THE TYPE OF LEADERSHIP
  STYLE YOU MUST USE

SELF CHECK 8
Time guide
4 mins

Respond by completing each sentence with a suitable word or words.

1 Where some risk is tolerable, the team leader can be less _____ in style.

2 If a team leader is confident in the competence and abilities of the work team the style is likely to be more _____.

3 The more _____ the members of the work team are, the less control they will normally prefer.

4 If the work team has been used to _____ the more they will prefer a democractic style.

5 Where the work is on a short, fixed _____ the more authoritarian the style of the team leader.

6 Production line methods largely _____ the use of a democratic style of leadership.

7 The greater the _____ of tasks that a team leader has to get done the less opportunity there is to use a democratic style.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use 1 authoritarian; 2 democratic; 3 competent: capable; 4 involvement: participation; 5 time scale: time period; 6 eliminate: stops: inhibits 7 variety: range. Other words with similar meanings are also suitable.

4 Summary

We considered

* the extremes of styles - AUTHORITARIAN and DEMOCRATIC styles
* how we might decide on a choice of style by using a checklist

We found that

* there is not a single correct style to suit all of the circumstances of team leading
* each team leader must analyse their own work situation before deciding upon a leadership style to adopt
* there will be a number of occasions where the team leader would have little or no choice in the style to use.

PART E PERFORMANCE CHECKS

Time guide
60 mins

1 End Check

You may review your understanding of the unit as a whole by completing this group of questions. DON'T GUESS THE ANSWERS - if you're not sure, flick back into the unit and check before responding.

If you are still unsure then put a question mark against your response before proceeding.

TRUE/FALSE

Respond to each statement by writing TRUE or FALSE in the space provided.

1 A team leader should only directly report to one manager.

_____

2 A team leader does not need to understand the motives of the work team.

_____

3 A work team may contain informal groups whose motives conflict with the requirements of the team leader.

_____

4 A team leader does not need to plan the work of the team. This planning is done by the manager.

_____

5 A leader should control the actions of the work team by checking that they are carrying out their tasks in accordance with the plan.

_____

6 Successful team leaders tend to be 'employee centred'.

_____

7 A team leader should take disciplinary action when the performance of a team member is below standard.

_____

8 A team leader should be able to communicate with and influence higher management.

_____

9 There is an ideal list of qualities which all work team leaders should have.

_____

10 A team leader's style should be democratic.

_____

11 A team leader's style should always be authoritarian.

_____

12 Before choosing a leadership style, a team leader should analyse the particular work situation.

_____

COMPLETION

Respond by completing each sentence with a suitable word or words.

13 The level of responsibility of a work team leader is indicated on the _____ of a company.

14 A work team is a formal group but can also contain _____ groups.

15 We listed seven main _____ activities that a team leader should carry out.

16 Two groups of skills are needed by all team leaders, technical skills and _____ skills.

17 The choice of a leadership style will depend upon the particular _____ of each team leader.

MULTIPLE CHOICE

Respond to each question by putting a mark against the ONE answer which is most correct.

18 The position and role of a team leader can be most easily identified by means of:

(a) the organisation chart

(b) job description

(c) non-membership of a union

(d) the size of the work team

19 An informal group in a work team:

(a) always accepts the team leader's orders

(b) is always made up of union members

(c) makes its own rules

(d) always opposes the team leader

20 A team leader should always

(a) strictly apply disciplinary rules

(b) organise the work

(c) continuously check on output

(d) accept without question higher management orders

21 A vital quality which a team leader should have is:

(a) high intelligence

(b) good social connections

(c) ability to do the job

(d) high level of academic achievement

22 A democratic team leader:

(a) involves team members in making decisions

(b) rarely trusts the work team

(c) is a strict disciplinarian

(d) allocates work equally to team members

23 Here is a list of circumstances which a team leader might come across in the work situation:

confidence in the work team

experience of involvement

time scale

power of the leader

Using this list, complete the following table by writing in against each FACTOR the appropriate CIRCUMSTANCE (Each circumstance may be used only once).

FACTOR	CIRCUMSTANCE:
Team Members	_____
The Workplace	_____
The Job Itself	_____
The Leader	_____

END CHECK - Checkout

Audio tape
Side 2
Time guide
30 mins

The answers and explanations for these End Checks are on Side 2 of our Audio Tape. Have your responses with you as you play this tape. As you listen you can check out how well you have done and make notes as you proceed.

Time guide
60 mins

2 Tutor Check

Read the following case incident, then deal with the accompanying questions.

Case Incident

John Badger has been a supervisor in the Inspection Department at New Products Limited for three years now. He has a work team of ten people - an equal number of men and women - the majority of whom do routine jobs. Four of them however do fairly skilled tasks.

John has always felt that he plans and controls the work well, but recently the conduct and performance of the work team have changed for the worse.

One day he is sitting in the canteen when Betty, a supervisor sits down beside him. He decides to talk over his problem with her as she has the reputation of being a good team leader. Their conversation went as follows:

John: We've had six new people join the work team in the last six months and I know that they are younger and less exerienced that the people they replaced. I think that's the main reason for the misconduct and low performance in my section.

Betty: Do you know anything about these new people apart from what you've told me?

John: Not really. You see all of the people who left were old friends. I feel that I'm a stranger now to my work team.

Betty: Do you treat the team any differently because you don't know them well?

John: Definitely. I can't really let them do work on their own. I have to check all of their work to make sure they come up to scratch.

Betty: Surely not! You must know the more experienced ones well enough to let them do their work without having to check everything.

John: I used them to. Now, I've grown so much apart from them that I treat all in the same way. The old hands seem to have joined up with the newer ones and ganged up aginst me.

Betty: Has the work that your team does become more difficult?

John: In some ways, yes. I suppose that some of the more routine jobs have disappeared, so the amount of work hasn't really changed.

Betty: It might help if you could chat to your people to find out why they're acting in a different way. You could also ask them if they think the work has changed.

John: Yes, I could, but what difference would it make? These days I have to do everything myself just to get the work done.

You only need to write ONE or TWO sentences against each question.

1 Do you think that John understands how his work team operates as a group? Explain, briefly, the reasons for your response.

2 John seems to be concentrating upon planning and controlling the work of the team. Are there any other activities which could help him deal with the misconduct and low performance? Explain your answer.

3 What style of leadership has John chosen? Give evidence for your answer.

4 Has John analysed the various factors involved in the job? If not, how might he do this?

Send to Tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

3 Work based project

Time guide 60 mins

In this unit we have seen the need to take into account a large number of factors in order to define what a work team leader is and does.

For this project you will need to gather some information from your place of work.

1 Get a copy of the organisation chart of your organisation. (If you can't get a copy, draw a rough sketch of what you know.) State in a few sentences, the MANAGER to whom you report, the SIZE OF YOUR WORK TEAM and the MAIN TASKS of you and your team.

2 State four ACTIVITIES which you carry out in your job as a work team leader. Give a brief example under each of the four headings of how you do them in practice.

3 List THREE QUALITIES which you think you have which got you the job of team leader. State if similar team leaders to yourself have these same three qualities.

4 Refer back to our checklist in Part D. You will see that we suggested one way in which it might be used. Complete this exercise as suggested and make a note or two about ONE entry under each of the four main headings.

Send to Tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

PART F UNIT REVIEW

1 Return to Objectives

Having completed your work on this unit let's review how you feel about each of our four objectives. I will repeat them here and add comment.

You will be better able to:

* **UNDERSTAND YOUR ROLE AS THE LEADER OF A WORKTEAM IN YOUR ORGANISATION**

If you have maintained your interest in this material and participated with me in doing most or all of the work then you will have achieved this objective.

You should be better able to:

* **LIST THE ACTIVITIES WHICH YOU DO IN YOUR JOB AS WORK TEAM LEADER**

There is only one way to find out if you have met this objective - list them! If you are able to list them clearly then you have achieved this objective.

You will be better able to:

* **LIST CERTAIN ABILITIES AND POTENTIAL CAPACITIES WHICH A TEAM LEADER MIGHT POSSES.**

Now that we know these and you are able to list the more important ones, then you will have achieved this objective.

You will be better able to:

* **SELECT A LEADERSHIP STYLE APPROPRIATE TO THE CIRCUMSTANCES YOU OPERATE IN AND APPLY IT**

In the work on this unit, you will already have analysed the circumstances and decided your style. Doing this and then building certain practices into your leadership role means that you have met this objective.

I hope that this work you have done was enjoyable and useful enough to encourage you to continue your studies.

2 Extensions

I recommend that you take up as many of these extensions as you can. They will further increase your understanding and interest. You will also be able to check out a number of the ideas that I mention in the unit. The extra time and effort will prove very worthwhile.

EXTENSION 1

Book: "Supervisory Management"

Author: David Evans

Publisher: Holt, Rinehart, Winston

Section 2. You don't need to study this reading too hard - just get a flavour of what Evans is saying on organisation structure. The examples of how types of departments or functions are set up are partiuclarly useful.

EXTENSION 2

Book: "People and Work Organisations"

Authors: J G Capey & N R Carr

Publisher: Holt, Rinehart & Winston

Section 4.5, this short section reviews the implications to management arising from the inevitable formation of informal groups.

EXTENSION 3

Book: Choice unit 60 Communicating

Author: Steven Lane

Publisher: Northern Regional Management Centre

EXTENSION 4

Book: "Supervisory Management"

Author: David Evans

Publisher: Holt, Rinehart, Winston

Section 8.2 for a short comment upon the work of R Likert and his findings concerning "employeed centred" supervisors.

EXTENSION 5

Book: Understanding Organisations

Author: C B Handy

Publisher: Penguin

Chapter 4 Section 2 has a short summary of "Trait Theories" about the personal qualities of leaders and shoots down the myth that there is an ideal type.

EXTENSION 6

Book: "Supervisory Management"

Author: David Evans

Publisher: Holt, Rinehart, Winston

Section 8.3.1 gives a list of desirable qualities from which we have drawn up our list.

These extension opportunities can all be taken up via your Support Centre.

They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become aware of your interest and you can involve them in your development.

3 References

REFERENCE 1

Book: "People and Work Organisations"

Authors: J G Capey & N R Carr

Publisher: Holt, Rinehart & Winston

Section 4.7 contains a detailed review of leadership.

REFERENCE 2

Book: "Understanding Organisations"

Author: C B Handy

Publisher: Penguin

I have used some, not all, of the writer's ideas from his chapter 4 on leadership section 5 'The Best Fit Approach'. This is quite a hard section to understand but is well worth doing so because of the author's practical approach to the idea of choosing a leadership style.

These references can all be taken up via your Support Centre. They will either have the materials or will arrange that you have access to the materials. However check with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become more aware of your interest and you can involve them in your development.

If you do wish to make use of these references then don't think that you must read them right through. Just dip into them for a slighly wider treatment of the topic raised by the unit.

I should warn that the language and style of the writing is often difficult to cope with. So don't struggle with it too much. Do what I do when in difficulty, put the book back on the shelf and find a better one!

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